

National Assessment Governing Board

Reporting and Dissemination Committee

November 21, 2014
10:00 am – 12:30 pm

AGENDA

10:00 – 10:10 am	Welcome and Introduction of New Committee Member Tonya Matthews and Staff Member Laura LoGerfo	
10:10 – 10:20 am	ACTION: Release Plan for NAEP Report Card: 2013 Mathematics Assessment in Puerto Rico <i>Stephaan Harris, NAGB Staff</i>	Attachment A
10:20 – 11:20 am	Committee Input on 2014 NAEP Reports: <ul style="list-style-type: none"> • U.S. History • Geography • Civics • Technology and Engineering Literacy <i>Andrés Alonso, R&D Chair</i> <i>Stephaan Harris, NAGB Staff</i>	Attachment B
11:20 – 12:20 pm	Implementation of Communications Plan Strategies <i>Stephaan Harris, NAGB Staff</i> <i>Amy Buckley, Reingold</i>	Attachment C
12:20 – 12:30 pm	Information Items: <ul style="list-style-type: none"> • Update on Review and Development of Core Contextual Questions for 2017 NAEP Administration • Origin of English Language Learners Inclusion Guidelines • Projected Schedule of Future NAEP Releases 	Attachment D Attachment E Attachment F



**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

***The Nation's Report Card:
2013 Mathematics Assessment in Puerto Rico***

The NAEP 2013 Mathematics Assessment in Puerto Rico Report Card will be released during December 2014 as an online webinar, following review and approval of the report's results by the Governing Board. The release event will include a data presentation by the Acting Commissioner of Education Statistics, with moderation and comments by one member of the National Assessment Governing Board and an additional panelist with expertise in assessment or instruction in Puerto Rico. Full accompanying data will be posted on the Internet at the scheduled time of release.

In 2013, representative samples of approximately 4,600 fourth-grade students from 150 public schools and 5,200 eighth-grade students from 120 public schools in Puerto Rico participated in a Spanish-language version of the NAEP mathematics assessment. In both 2011 and 2013, the regular operational sections of the mathematics assessment were augmented with special sections of mathematics questions to better measure — both more precisely and reliably — the full range of mathematics achievement. These sections were administered in both Puerto Rico and the United States. These special sections of test questions allowed the results for Puerto Rico to be placed onto the NAEP scale with relatively small margins of error, and permitted meaningful comparisons with achievement in the mainland United States, as well as across the two years.

Fourth- and eighth-grade students in Puerto Rico also participated in NAEP mathematics assessments in 2003, 2005, and 2007. Because of issues such as relatively large portions of omitted responses and incorrect responses, results from these earlier assessments cannot be compared to 2011 and 2013.

DATE AND LOCATION

The release event for the media and the public will occur in December 2014. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a National Assessment Governing Board representative
- Data presentation by the Acting Commissioner of Education Statistics
- Comments by one Governing Board member
- Comments by one expert in the field of education and assessment matters in Puerto Rico
- Questions from the webinar audience
- Program will last approximately 60 minutes
- Event will be broadcast live over the Internet and will be accessible on mobile devices. Viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website at www.nagb.org along with other materials such as the press release and panelist statements.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer access to embargoed data via a special website to approved U.S. Congressional staff in Washington, DC and Puerto Rico; approved senior representatives of the National Governors Association and the Council of Chief State School Officers; and appropriate media as defined by the Governing Board's Embargo Policy. A conference call for journalists who signed embargo agreements will be held to give a brief overview of findings and data and to answer questions from the media.

REPORT RELEASE

The Acting Commissioner of Education Statistics will publicly release the report at the NAEP website—<http://nationsreportcard.gov>—at the scheduled time of the release event. The interactive NAEP site will feature report data, a related usability study, and other resources. An interactive splash page with panelists' statements, a Governing Board press release, and related materials will be posted on the Board's web site at www.nagb.org. The site will also feature links to social networking sites and audio and/or video material related to the event.



Committee Input on 2014 NAEP Reports: Civics, Geography, U.S. History and Technology and Engineering Literacy (TEL)

A significant goal of Reporting and Dissemination Committee has been to provide big-picture feedback to the National Center for Education Statistics (NCES) on NAEP Report Cards earlier in the process in order to better have an impact on report development and, ultimately, dissemination efforts. At the November 2014 meeting, Committee members will discuss their thoughts and ideas on the content, features, and other aspects of four upcoming assessments undertaken earlier this year and slated for release in the first half of 2015: NAEP Civics, Geography, U.S. History, and Technology and Engineering Literacy (TEL) Report Cards.

By the time of this meeting, NCES and its NAEP contractors will have had a visioning meeting featuring initial discussions on these web-based reports. Prior to the Board meeting, NCES may be able to share preliminary ideas for the reports with Committee members, perhaps in the form of a general report outline, to better inform discussion. Below is basic information about the upcoming reports.

The reports for civics, geography, and U.S. history will be transmitted to the Governing Board for arranging their release by the end of March 2015. They will be produced simultaneously, although they will be three separate reports. In 2014, these three subjects were assessed at the 8th grade only. All were assessed at the national level; there will be no state-level results or TUDA results.

The sample sizes for civics and geography were 8,000 students each. The sample size for U.S. history was 10,000. Both public and private school students participated, and results will be reported for each if reporting standards are met. (At least 70 percent of schools selected into the sample must participate for reliable results to be produced.)

The TEL report is planned to be transmitted to the Governing Board in September 2015. For TEL, the sample size was 20,000, including public and private school students. TEL was also assessed at the national level only.

For all four subjects, results will be reported for all students as well as for demographic groups such those classified by sex, race and ethnicity, and eligibility for the National School Lunch Program (an indicator of low household income). Results will also be available for the characteristics of students, teachers, and school policies that are collected through the survey questionnaires. Selected results will be in the Report Cards themselves, and all will be available through the NAEP Data Explorer.

Trends of results will be reported for civics, geography, and U.S. history. Civics was previously assessed in 1998, 2006, and 2010. Geography was assessed in 1994, 2001, and 2010. U.S. history was assessed in 1994, 2001, 2006, and 2010. TEL was assessed for the first time in 2014.

Implementation of Communications Plan Strategies

At the August 2014 quarterly meeting, the Governing Board approved a communications plan designed to strategically and cost effectively “Make Data Matter” (plan is attached below). The plan was premised on achieving three primary goals: making a connection with target audiences, engaging audiences between NAEP Report Card releases, and maximizing impact through innovation. It also identified three priority audiences—parents, teachers and administrators, and policymakers—that are each in a position to make an impact through NAEP data.

At this meeting, the Reporting and Dissemination Committee will discuss examples of implementation strategies for each audience group that accomplish the three approved goals and provide feedback on a preferred strategy for each audience. To facilitate that discussion, this document outlines the following for each audience: goals, calls to action or expectations for audience response, execution methods for each proposed strategy, sample metrics to measure the impact of each strategy, and opportunities to sustain the strategy over time.

Prior to the implementation of any outreach strategy, the Board must develop communications products that can be used universally by all audiences, which will set a foundation of content and context for the communication of and engagement with NAEP. To start, the Governing Board can develop a “NAEP 101” video that provides a brief overview of what NAEP is, what NAEP tests, why it’s important, and how NAEP data and tools can be used. The use of motion graphics, live video and other content could all be combined dynamically to bring NAEP to life for audiences. This video could be integrated into a variety of outreach strategies detailed below.

PARENTS

Goals:

- Increase awareness of the value of NAEP and its implication for parents.
- Empower parents to ask informed questions about their children’s education and the school system.
- Increase use of and engagement with NAEP to consider in and out-of-school factors that might affect their child’s education.

Calls to Action:

- Learn what NAEP is and why it’s important.
- Review NAEP results in your state or city [district] and explore NAEP tools.
- Share NAEP data with other parents and your child’s educators.
- Ask questions of educators and policymakers about increasing achievement for all children.

Possible Strategies:

1. Parent Discussion Guide (Primary goal: Make a connection with target audiences)

A parent discussion guide would assist parents in using NAEP and other assessment data in their conversations with teachers and school administrators. The guide could include frequently asked questions (FAQ), including “How is NAEP different from local and state tests?”, “Can NAEP tell me about the educational rigor in my state?” and “Can NAEP show me how to improve student achievement?” These questions could be followed with examples of contextual questions and data points on NAEP subjects. The guide could also include messages from the Board’s assessment literacy campaign as well as links to state profiles and testimonials of parents who have used NAEP data to support their children’s achievement.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the number of guides distributed at stakeholder conferences or downloaded from the website, number of groups posting the guide on their websites, and feedback from users and collaborators on how parents are using the guide to speak with school and district leaders.
- **Sustaining strategy:** Develop a survey for guide recipients on how the guide can be expanded or improved, and release a series of follow-up materials, such as new parent testimonials or examples of NAEP in action.

2. Op-ed Commentary (Primary goal: Engage audience between Report Card releases)

Op-ed articles published in traditional or online media relating NAEP to relevant and current issues can connect the data with the reasons why parents should care and provide the voice of a valued thought leader that parents trust and will listen to. Board staff and Reingold can work with Governing Board member and parent Tonya Miles, for example, to develop an op-ed to pitch during Black History Month to Huff Post Parents, spotlighting success stories in reducing the achievement gap from a recent NAEP release. The piece could talk about the overall need to raise student achievement, give examples of, and data on, states or urban districts that have started to close racial/ethnic achievement gaps, and then highlight the story of a parent who sees his/her child's school making impactful change through data.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the numbers of op-ed placements, online shares, and comments; the quality of user engagements and comments, the number of follow-up questions from readers; the number of new email addresses collected from a "Subscribe to the Governing Board" call to action, the quality of feedback received from op-ed readers, and the value, impact, and content of the op-ed.
- **Sustaining strategy:** Repurpose op-ed content for sharing on social media, using new graphics or videos, that link to the op-eds and the Governing Board website for more information. Following the op-ed placement, host a Google hangout led by Tonya Miles and any parents featured in the op-ed, and encourage parents to exchange questions and ideas on ways in which parents can help narrow the achievement gaps.

3. E-mail Newsletter (Primary goal: Maximize impact through innovation)

The Governing Board can create a "NAEP for Parents" email newsletter with information on the latest report data and trends, multimedia content such as video clips or NAEP data user testimonials, and links to other resource or news content and the interactive data maps on the Governing Board's parent Web pages, to be distributed consistently throughout the year.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the email open rate; numbers of email shares, clicks from the email to the website, and new email subscribers; numbers of email replies or responses with inquiries about NAEP or requests for NAEP materials and resources; numbers of video and infographic views and shares; the number of requests to submit personal stories on using NAEP data; and increased participation on release events from attendees who marked "parent" as their identifier.
- **Sustaining strategy:** As the newsletter email list grows, it should be used as a feedback mechanism, with links to surveys or questions parents can directly respond to about the content they'd like to receive. In addition, as other content is developed, it can be featured or linked to in a "materials" or "resources" section of the newsletter, so that parents are continually receiving content that they can use.

TEACHERS AND ADMINISTRATORS (EDUCATORS) OUTREACH

Goals for Educators

- Increase awareness of the value of NAEP and its implication for educators.
- Increase the use of NAEP to influence change within their classroom or school system.
- Increase use of NAEP to educate parents about NAEP data and resources.

Calls to Action

- Learn what NAEP is and why it's important.
- See how students are performing on NAEP in your area.
- Use NAEP data tools in the classroom.
- Share NAEP data with parents and other educators.

Possible Strategies

1. NAEP Toolkit (Primary goal: Make a connection with target audiences)

The Governing Board can develop a NAEP toolkit with content for teachers, including how to use the NAEP questions tool to test students; using the NAEP data explorer to identify student achievement trends by state and district; and referencing frameworks to show the content and achievement levels assumed in the different NAEP subject tests. This toolkit can be distributed to potential collaborators, such as Data Quality Campaign, and The American Federation of Teachers and National Education Association, for inclusion on its website in a resources section.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the number of downloads of the toolkit, the number of stakeholders sharing the toolkit via email or on the Web, and the number and quality of follow-up questions or responses from teachers about the toolkit, including requests for more information.
- **Sustaining strategy:** The toolkit can be frequently updated, particularly on the Web. As new data or information comes out on NAEP, it can continually be added to the toolkit, along with new examples of how educators are using NAEP. For example, the release of technology and engineering literacy (TEL) data can be shared with information and multimedia on the inception of TEL and importance of measuring new 21st century skills that are critical to career advancement and the U.S. economy.

2. Webinar Series (Primary goal: Engage audience between Report Card releases)

The Governing Board can co-host a webinar series with different stakeholder groups and experts on NAEP state achievement trends, allowing educators to hear directly from organizations and experts who are seeing and driving achievement trends. For example, the first webinar could be held in cooperation with the American Federation of School Administrators, with members weighing in on state-level changes and education initiatives that aim to increase achievement. Rather than using the presentation style of release events, these would be more interactive, with participants asking questions and the panelists providing tangible information and examples.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the number of webinar and conference participants and follow-up requests, the quality of the conversation and questions asked by participants, and the number of teachers and administrators asking to participate in future events.

- **Sustaining strategy:** Post the webinar videos on the website and on social media, encouraging audience members who weren't able to attend to watch and weigh in with further questions or comments. Encourage collaborators to link to the webinar archives, or share them on their own online properties.

3. Infographic (Primary goal: Maximize impact through innovation)

The Board can create an infographic with “hidden data” gems from NAEP reports that highlight interesting trends and contextual variables that can be promoted through a prominent and influential organization. For example, an infographic on the upcoming NAEP Grade 8 Black Male Students report to share with the National Alliance of Black School Educators to post on social media and distribute through their networks.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the numbers of downloads, online shares, and impressions of the infographic and its audience reach; feedback from educators on the use of the infographics; and the number of people requesting more infographics, data, and information.
- **Sustaining strategy:** Ask the National Alliance of Black School Educators to poll its audience on other data and graphics they would like to see visualized. Develop a series of follow-up infographics for sharing, and encourage audiences to share them online.

POLICYMAKERS

Goals for Policymakers

- Increase awareness of the value of NAEP and its implication for education policy.
- Increase the use of NAEP data in policy decisions, public statements, and white papers.
- Distribute NAEP information and messages to constituents and peers and mobilize them to help advocate for increased achievement for all students.

Calls to Action

- Learn what NAEP is and why it's important to you and your constituents.
- Understand how all students in your area are performing on NAEP, and relative to peers.
- Inform other policymakers and educators to support policy-related efforts about NAEP.

Possible Strategies

1. Testimonials (Primary goal: Make a connection with target audiences)

The Board can collect testimonials—in multiple formats—from policymakers on how data, including NAEP data, are used to inform policy-level decisions and improvements. One example would be to collaborate with the National Association of State Boards of Education (NASBE) to collect testimonials from state board members that highlight specific states and districts where data-informed policy decisions have led to student achievement success stories and other quantifiable student improvements.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the number of NAEP user testimonials received, the number of testimonial views online, the number of social media shares and engagement, the number of policymakers contacting Governing Board or NCES staff requesting materials, and the number of citations of NAEP in policy-focused education legislation or documents.

- **Sustaining Strategy:** These testimonials can be shared at the annual NASBE conference, posted online for distribution, and distributed through a series of emails (or newsletters), including calls to action to encourage email recipients to share how they are using data to inform education policy decisions.

2. Conferences (Primary goal: Engage audience between Report Card releases)

Governing Board members can present at national conferences or policy-focused meetings and events. An opportunities assessment can map out a list of relevant conferences throughout the year and potential Governing Board speakers and topics. For example, arrange for James Geringer and/or Ronnie Musgrove, Board members and former governors, to lead a session at the annual National Governors Association conference on an important policy issue affecting states in which NAEP data and contextual variables are relevant.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the number of speaker/presenter opportunities earned; numbers of conference participants; the number of follow-up questions or requests for materials from conference participants; media coverage of the speaking engagement; the number of new email addresses collected from a “Subscribe to the Governing Board” call to action and added to the stakeholder database; and the number of conference attendees asking to be considered as panelists or speakers at future NAEP releases or Governing Board events.
- **Sustaining strategy:** Materials, such as PowerPoint presentations, one-pagers, or videos, can be continually developed and shared with conference participants following the events, and posted on the Web.

3. Roundtable Discussions (Primary goal: Maximize impact through innovation)

In coordination with the release of NAEP state data, the Governing Board can host an online roundtable discussion with policymakers representing the states receiving NAEP data, to discuss the results, implications and how the data can inform their policy decisions. This is along the lines of a video or social media chat, or Google Hangout.

- **Impact metrics:** Metrics to gauge the impact of this strategy may include the number of roundtable participants, the number of questions asked and quality of the conversation, the number of follow-up emails requesting more information or materials, and the number of new stories collected on NAEP data being factored into policy decisions.
- **Sustaining strategy:** Send a follow-up survey to get input from roundtable attendees on future release event formats to continually improve relevance and utility for policymakers; continually collect and share feedback on how attending policymakers use NAEP data.

NATIONAL ASSESSMENT GOVERNING BOARD
2014 STRATEGIC COMMUNICATIONS PLAN
Approved August 2, 2014

In 2014 and beyond, the National Assessment Governing Board seeks to focus its communication efforts strategically and cost effectively to “Make Data Matter” for various target audiences. The Board is well-positioned to increase the impact of its outreach, but it must prioritize its audiences and identify its objectives for each, while integrating innovative strategies to elevate the Board’s work—and NAEP—as a thought leader in education.

Reingold proposes three goals the Board can pursue to amplify its outreach efforts.

- I. Make a Connection With Target Audiences
- II. Engage Audiences Between Report Card Releases
- III. Maximize Impact Through Innovation

Reingold’s assumption in developing strategic priorities for the Board is that reporting and dissemination activities must support a vision to **make an impact in education through engagement with NAEP that will enable the use, discussion, and sharing of NAEP data and information**. A time-phased action plan, including specific outreach tactics and metrics, will be developed with Governing Board staff on the Board’s approval of this strategic communications plan.

The members of the Reporting and Dissemination Committee have identified three key audiences it believes the Board should focus on—parents; teachers and administrators; and policymakers—as each of these audiences is in a position to make an impact through NAEP data. Working with staff, we will identify the Board’s goals and expectations of each audience and the key messages needed to engage each one effectively.

Potential outcomes of the audience-focused outreach are listed below:

Parents

- Understand the value of NAEP and its implication for parents.
- Ask informed questions about their child’s education and the school system.
- Use NAEP to consider out-of-school factors that might affect their child’s education.
- Share NAEP information and messages with their parent peers.

Teachers and Administrators

- Understand the value of NAEP and its implication for teachers and administrators.
- Use NAEP to influence change within their classroom or school system.
- Educate parents about NAEP data and resources.
- Share and distribute NAEP information to their peers.

Policymakers

- Understand the value of NAEP and its implication for education policy.
- Use and cite NAEP data in policy decisions, public statements, and white papers.
- Distribute NAEP information and messages to constituents and peers to help advocate for change.

It is important to remember that messages and calls to action are intended to move the Board's priority audiences along an engagement continuum, from awareness and education to trial, buy-in, and, ultimately, action. But creating the right messages is only the beginning. It is critical to know which information to deliver first, which should follow, and who are the most credible messengers. We will lay out a cohesive, practical, comprehensive roadmap for reaching the Board's target audiences that identifies how to take advantage of existing opportunities, what new strategies to develop, and optimal methods of dissemination. The action plan will include a variety of opportunities to connect with each audience to maximize the reach and frequency of each message. The proposed strategies involve cultivating and leveraging partnerships that will include stakeholders or champions. There will also be collaboration with the National Center for Education Statistics (NCES) to ensure efforts are not duplicated, with Board and NCES staff coordinating on roles, responsibilities, and resources on various strategies as needed.

To illustrate the strategies identified above, below we discuss what the execution of each one could involve for the Board's three priority audiences.

I. Make a Connection With Target Audiences

The goal is personal and powerful: "Communicate the Value of NAEP." This means going beyond the distribution of NAEP data to highlighting, developing, and sharing relevant messages, content, stories, and calls to action for key audiences. Communicating the "So what?" and "Why should we care?" can help the Board move beyond the scores and headlines to clarify the value of NAEP and its important role as an indicator of student achievement.

- **Develop key messages and calls to action for priority audiences.** The Governing Board's audience is widely diverse—in their knowledge of and experience with NAEP, in their intended uses and consumption of data and information, and in their communications networks, favored channels, and approaches. With these differences in mind, it is imperative that the Governing Board tailor messages for each of its audiences to inspire deeper engagement with NAEP data. Instead of a one-size-fits-all approach, we will define and continually test and adjust the messages that are the most relevant to each audience.

Example of the strategy in action for parents: Include the tailored messages and calls to action on the website's "Information For" parent pages. The parent landing page could have calls to action including "Learn about NAEP," "Download NAEP resources," or "Test yourself on NAEP questions." The page could also have a section devoted to the Board's assessment literacy efforts (including resources, information and questions to ask) once outreach strategies from the work group are finalized.

Example of the strategy in action for teachers and administrators: The American Federation of Teachers and National Education Association could include a NAEP toolkit with messages for teachers on its website in a resources section.

Example of the strategy in action for policymakers: Minneapolis Board of Education and Governing Board member Rebecca Gagnon could use and reference data from *Science in Action: Hands-On and Interactive Computer Tasks From the 2009 Science Assessment* in a discussion with the Minnesota Department of Education and the Minnesota Education Technology Task Force about the importance of science computer labs.

Impact metrics: The number of downloads of materials such as a PowerPoint or frequently asked questions PDF; number of clicks on links for calls to action (e.g., “Test yourself on NAEP questions”); number of champions—that is, advocates—who commit to using or distributing the NAEP messaging and toolkit.

- **Expand communications beyond reporting on the scores.** We need to get beyond the typical report presentations of the data and find meaningful ways to elevate the data (and their implications) through materials, messaging, and outreach activities. We will identify and highlight hidden gems of NAEP data, connecting the dots between data and practice and leveraging resources to reach specific audiences to deliver important messages in a meaningful and memorable way. The Governing Board must be a storyteller that educates its audiences about the relevancy of NAEP data and resources in a way that resonates with its audiences’ interests and needs in an actionable manner.

Example of the strategy in action for parents: Develop a parent leader discussion guide to assist parent leaders in using NAEP and other assessment data in their conversations with school administrators about improving student achievement for all children.

Example of the strategy in action for teachers and administrators: Develop an interactive Prezi presentation (a visually animated storytelling tool for presenting ideas and messages) on NAEP achievement gap data from the recent *2013 Mathematics and Reading, Grade 12* report card for New Leaders, a national nonprofit organization that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country.

Example of the strategy in action for policymakers: Governing Board member Anitere Flores could host a Florida Senate session on parent involvement in education to highlight NAEP contextual variables data in reading from the *2013 Mathematics and Reading, Grade 12* report card. For example, when asked whether students discussed what they read, students who reported discussing their reading every day or almost every day had higher reading scores.

Impact metrics: The number of guides distributed at stakeholder conferences or downloaded from the website; number of groups posting the guide on their websites; number of Prezi and data downloads; parent-submitted testimonials and feedback on using the guide to speak with school and district leaders.

- **Tell the NAEP story through user testimonials.** NAEP data become more impactful when stakeholders learn how others use the data to fulfill their missions and advance their educational goals. Working through key groups, we will collect and disseminate real-life testimonials from the priority audiences to become an authentic author of the NAEP story.

Example of the strategy in action for parents: Collaborate with National PTA to solicit testimonials from parents about how they use NAEP and other assessment data, and then promote the testimonials through the Board’s and PTA’s online networks. These testimonials and other NAEP information could also be featured on the websites of other national education groups, encouraging parents to learn about different assessments their children might take and how the data can be used.

Example of the strategy in action for teachers and administrators: Coordinate with elementary school principal and Board member Doris Hicks and future Board member chosen for the secondary school principal slot to collaborate with the National Association of Elementary School Principals and the National Association of Secondary School Principals to solicit testimonials from principals and teachers within their districts about how they use NAEP and the importance of at-home and out-of-school activities that enhance learning, then promote testimonials through the school communication channels.

Example of the strategy in action for policymakers: Collaborate with the National Association of State Boards of Education to collect testimonials from state board members on how data, including NAEP data, are used to inform policy-level decisions and improvements.

Impact metrics: The number of NAEP user testimonials received; number of testimonial views online; number of social media shares and engagement; quality of the engagements and comments about parents using data.

- ***Potential action taken by key audiences under this goal:*** Using NAEP materials and resources on organization websites to inform questions of school and education leaders about school curriculum and district progress; downloading NAEP sample questions to test student knowledge or supplement classroom lessons;

II. Engage Audiences Between Report Card Releases

The goal is ongoing and impactful: “Continual Engagement.” This means building tangible connections—outside of report card release events—between NAEP and its stakeholders, and equipping them with the insight, information, and tools to make a difference in educational quality and student achievement. This important strategy cannot be executed by staff alone, and will require the contributions of Board members and the partnership of stakeholder groups and other NAEP champions, including former Board members.

- **Expand the report card release life cycle.** There is great opportunity for the Governing Board to enliven data and engage target audiences by taking a comprehensive, reimagined view of releasing and reporting on NAEP results that goes beyond the one-day release event. The entire life cycle of an assessment—from developing the framework to fielding assessments to disseminating results—offers content and commentary that, if shared more strategically, will powerfully support the NAEP brand and use of NAEP by target audiences. The Board can both enhance the report card releases and extend the life cycle to make meaningful connections with target audiences by developing pre- and post-release content, and recording and sharing video or audio which tease out and illuminate NAEP data.

Example of the strategy in action for parents: For each report card release, develop a highlight reel with panelist quotes, select data points, and facts on reading, mathematics, and science contextual variables to send to parent stakeholder groups to distribute to their networks and on the Web.

Example of the strategy in action for teachers and administrators: Governing Board member Terry Mazany could host a meeting with the executive director of the Chicago Principals & Administrators Association to discuss the value of NAEP state and TUDA achievement data.

Example of the strategy in action for policymakers: Host a briefing with the California State Board of Education on the performance of fourth-grade students in the *NAEP 2012 Writing Grade 4 Pilot* with a diverse panel to include California fourth-grade teacher and Governing Board member Shannon Garrison, the executive director of the National Writing Project, and authors Carol Bedard and Charles Fuhrken.

Impact metrics: The numbers of video views and shares; number of groups posting the video; quality of comments and conversations under the video; feedback from stakeholder groups about the impact of the video and parent engagement with the content; number of participants at the meeting or briefing.

- **Leverage partnerships with stakeholder organizations and champions.** As a trusted messenger of information to key audiences, the Governing Board needs to mobilize its existing networks, engaging stakeholder groups and champions to share and shape future outreach. Stakeholders and champions are diverse and can be from education associations or news outlets like NBC News. They could also be politicians, celebrities, athletes, or prominent individuals like First Lady Michelle Obama. We will help the Board identify key partnership opportunities for its priority audiences and develop specific recommendations for engagement, to put their distinct capabilities to work in promoting NAEP and extending the Governing Board's reach. For example, we could keep working with the Alliance for Excellent Education to produce and promote post-release webinars, provide data infographics to the National Council of Teachers of Mathematics, and collaborate with the National Council of La Raza in sponsoring Facebook chats in addition to consistently pursuing new opportunities with key stakeholder organizations.

Example of the strategy in action for parents: Collaborate with NBC News' Education Nation and Pearson on their Parent Toolkit (www.parenttoolkit.com), including NAEP materials, graphics, and downloadable resources on the website that position the Governing Board as an authoritative source of information on student assessment data.

Example of the strategy in action for teachers and administrators: Collaborate with Danica McKellar, actress, author, and STEM education advocate, to submit an article to the National Science Teachers Association's NSTA Express newsletter on the importance of STEM education and girls' involvement in STEM, and include data from NAEP's *Technology and Engineering Literacy* assessment.

Example of the strategy in action for policymakers: Arrange for James Geringer and/or Ronnie Musgrove, Board members and former governors, to present at the annual National Governors Association conference on an important policy issue affecting states in which NAEP data and contextual variables are relevant. Additionally, the Board and the governors can collaborate with the Center on Education Policy to include NAEP reading data and contextual variables (such as frequency of discussing what they read or finding reading enjoyable) in their research papers, publications and annual progress report.

Impact metrics: The number of clicks on the NAEP content; number of downloads of NAEP materials; use of presented NAEP data by governors and state policy leaders in media citations, state websites and other materials; volume of referral traffic from the Parent Toolkit site back to the Governing Board’s website; Education Nation engagement that identifies stories of the Toolkit in action; number of newsletter opens and clicks; number of research report downloads.

- **Equip, empower, and display thought leadership.** The Governing Board and NCES are well-positioned as thought leaders among researchers and many national policymakers but could expand their influence with other audiences, such as parents, local policymakers, and education practitioners. Governing Board members and staff should be seen by media representatives and stakeholders as valued spokespeople on educational assessment and achievement, including specific topics such as computerized assessments, achievement gap trends, 12th-grade academic preparedness, and the importance of technology, engineering, and literacy. The Board can also continually secure speaking engagements at a variety of events such as the International Reading Association’s annual conference or local PTA chapter meetings, or pitch quotes for inclusion in news articles and op-eds on relevant topics.

Example of the strategy in action for parents: Work with Board member and parent Tonya Miles and develop and pitch op-eds that connect NAEP data with important year-round education events, emphasizing the role parents can play in raising student achievement. During Black History Month, pitch a piece to HuffPost Parents that spotlights achievement gap success stories, or pitch a piece about technology and engineering skill-building beyond the classroom to *Sacramento Parent* magazine.

Example of the strategy in action for teachers and administrators: Co-host a webinar discussion on NAEP state achievement trends with the American Federation of School Administrators, with members weighing in on state-level changes and education initiatives that are aimed at increasing achievement.

Example of the strategy in action for policymakers: Submit a proposal to the National School Board Association’s annual conference for a Board member and NCES to co-host a breakout session to share and discuss the recent *2013 Mathematics and Reading, Grade 12* report card, academic preparedness data, and recent graduation rate research.

Impact metrics: The numbers of op-ed placements, shares, and comments; quality of user engagements and comments; number of follow-up questions from readers; number of new emails collected (from a “Subscribe to the Governing Board” call to action); number of webinar and conference participants and follow-up requests.

- **Potential action taken by key audiences under this goal:** Inspired by op-ed on racial achievement gaps, exploring gaps in their own districts and talking with school leaders about parity of resources; noting performance trends in subjects by state and/or urban district and then using that knowledge to inform state, local, or school district-level decisions regarding academic programs.

III. Maximize Impact Through Innovation

The goal is proactive and cutting-edge: “Lead the Way.” This means reaching and making meaningful connections with priority audiences, customizing events, fostering and driving online conversations, and creating tech-savvy materials with compelling content.

- **Customize release event formats.** Report cards are not one-size-fits-all; innovative release event strategies are needed to achieve the specific goals of each release. Each release event strategy should have distinct goals, audiences, messages, materials, strategies, and tactics to Make Data Matter. The Governing Board has expanded the report card release event structure from physical events for every release to include webinars and live-streaming during events, a post-release social media Facebook chat, and an online town hall event. We will continue to refine this approach to customizing every release to maximize the immediate release impact and create a sustained conversation that continues to reach and engage key audiences.

Example of the strategy in action for parents: Host a Google Hangout for parents after a NAEP release that can feature panelists from the National Council of La Raza talking about the importance of parent involvement in education, and encourage parent participants to share how they use data to help their students achieve.

Example of the strategy in action for teachers and administrators: Develop a Twitter town hall guide (NAEP data points, question-and-answer content, best-practice tips, and facilitation instructions) for teachers and school administrators to host their own facilitated chats with parents and the school district on state-level NAEP data and areas for application.

Example of the strategy in action for policymakers: Host an in-person round-table discussion with members of the Massachusetts Mayors’ Association on the latest state-level NAEP reading and mathematics results and their state-based implications.

Impact metrics: The number of promotions of the online events and shares of the URL; numbers of event participants and total users viewing them or reached; numbers of comments or participants sharing their testimonials; number of follow-up testimonials received for inclusion in materials or on the website.

- **Engage in the online conversation.** It is important to be aware of the conversations on important education issues, but to influence and help shape public understanding and perceptions the Governing Board needs to participate in the conversation with key messages. We will help the Governing Board foster conversations through real-time engagement on social media platforms, develop content such as an article written by a Governing Board member to post on NAEP’s upcoming blog coordinated by NCES, and create a strategy to join or host online chat events, sponsor Q&A sessions, or solicit feedback. Champions are key to the success of this effort, providing greater reach and often a more powerful story than the Governing Board can tell alone.

Example of the strategy in action for parents: Hold a webinar with the Governing Board’s Education Summit for Parent Leaders attendees and parent leader champions to review the NAEP website workshop tutorial and obtain feedback through a moderated chat on how they have used NAEP data since the event. Compile feedback to create a one-pager and share it with participants.

Example of the strategy in action for teachers and administrators: Collaborate with the National Council of Teachers of Mathematics (NCTM) on an online Q&A chat session based on the NAEP *Mathematics Curriculum Study* data, educating NCTM about the wide variance of content in mathematics courses and books with the same name. Board member and math teacher Dale Nowlin could be a participating panelist.

Example of the strategy in action for policymakers: Reach out to the National Governors Association (NGA) on Twitter and provide NGA with content and data about the *2013 Mathematics and Reading, Grade 12* report card.

Impact metrics: Numbers of campaign participants and user submissions; numbers of engagements (“likes,” comments, shares, retweets, views) for the multimedia submissions; quality of comments on the multimedia submissions; growth in the Governing Board social media audience and number of engaged users discussing assessment data.

- **Create multimedia, digital content and materials.** The Governing Board must present messages, graphics, and images that resonate with target audiences. A wealth of materials has been developed by the Governing Board and NCES, and the first step will be to audit and catalog resources that may be repurposed through outreach and promotional activities. For the materials gaps that are identified, it is imperative to develop interactive, multimedia content and materials that deliver key messages to target priority audiences and include a call to action. Examples include infographics that embellish key report card findings to facilitate understanding and encourage engagement with NAEP data among nonexperts; videos, Prezi, and other presentation tools allowing exploration of the relationships between ideas and numbers and visual presentations of NAEP; and an email newsletter with new content and specific calls to action.

Example of the strategy in action for parents: Create a “NAEP for Parents” email newsletter with information on the latest report card data and trends, multimedia content such as video clips or NAEP data user testimonials, and links to other resource or news content and the interactive data maps on the Board’s parent Web pages, to be distributed bimonthly or consistently throughout the year.

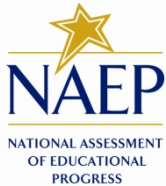
Example of the strategy in action for teachers and administrators: Create an infographic with “hidden data” gems from the *NAEP Grade 8 Black Male Students* report and accompanying language to share with the National Alliance of Black School Educators to post on social media.

Example of the strategy in action for policymakers: Work with Board member Terry Holliday to create an interactive presentation at CCSSO’s annual large-scale assessment conference on NAEP computer-based assessments, or work with Board member Tom Luna to distribute the dynamic 12th-grade preparedness video highlighting the new college preparedness data to Chiefs for Change members.

Impact metrics: Email open rate; numbers of email shares, clicks from email to website, and new email subscribers; number of release participants who list the email as their referral source; numbers of email replies or responses with inquiries about NAEP or acquiring NAEP materials and resources; number of video and infographic views and shares.

- ***Potential action taken by key audiences under this goal:*** Using contextual data to influence out-of-school factors that have been shown to correlate with achievement; using curriculum study findings to investigate course rigor and influence change for exposure to challenging subject matter.

By pursuing these three fundamental communication goals and identifying priority strategies and tactics, the Governing Board can more effectively reach its target audiences to Make Data Matter and, ultimately, make an impact.



2017 Core Contextual Questionnaire Update

NCES presented core contextual questionnaire draft items for the 2017 NAEP operational assessments to the Reporting and Dissemination Committee (R&D) at the August 2014 Board meeting. These items were presented in preparation for pre-testing in cognitive interviews that will occur later this year. Items presented captured the five proposed core contextual modules: Socio-Economic Status (SES), Technology Use, Grit, Desire for Learning, and School Climate.

After this August review, the items were further refined based on R&D feedback. In addition, the NAEP Questionnaire Standing Committee (QSC) was consulted in order to make the best possible revisions or changes to the draft items. All items have also undergone internal editorial and fairness reviews.

R&D comments were the driving force behind many of the key changes and revisions made to the draft items that were presented in August. During the August review, R&D comments included four overall concerns and observations: 1) allowing for more inclusive family and home dynamics; 2) focusing more on positive aspects of school climate and behavior; 3) considering if students, especially fourth-graders, understand their parent's or parents' jobs; and 4) assessing the variety of technology available to students both at home and in the classroom.

All items flagged as problematic during the August review were revised in consultation with the QSC or dropped from the item set to create room for the new items that were developed. Key changes and revisions made to the draft items presented in August include the following:

- Revising and drafting additional items to be more inclusive of home and family dynamics for the SES module and of different devices for the Technology Use module.
- Including a great percentage of School Climate items that focused on positive aspects of school climate and behaviors.
- Developing items were developed to capture a larger variety of possible parental occupations.
- Deleting teacher questionnaire items that were prone to social desirability effects and revising teacher self-efficacy questions to focus on educators' priorities and practices in the classroom.

The final set of items to be tested in cognitive interviews is currently being reviewed by the Office of Management and Budget (OMB) with a response expected by the end of November 2014. After OMB approval, cognitive interviews will begin.

Cognitive interviews are slated to conclude at the end of February 2015. R&D would review core contextual questions two more times prior to the 2017 operational assessment administration. This would include a review prior to pilot testing and a final review prior to the operational assessment. The review prior to the pilot would be scheduled for Spring 2015 (most likely as an off-cycle review in April), whereas the review prior to the operational assessment would be scheduled for early 2016.

For a complete overview of the schedule, please see the table below: *Background on R&D Review Process (Including Timeline for Item Development)*.

Background on R&D Review Process (Including Timeline for Item Development)

This table represents a timeline for the review of contextual modules for 2017 NAEP.

STAGES	DATES	TASKS
ITEM DEVELOPMENT & PRE-TESTING	07/2014	<ul style="list-style-type: none"> R&D review of existing item pool and draft items
	08/2014	<ul style="list-style-type: none"> Continuation of item development for cognitive labs* based on R&D and QSC** input
	10/2014	<ul style="list-style-type: none"> OMB*** fast-track review of items in cognitive labs
	11/2014-02/2015	<ul style="list-style-type: none"> Pre-testing of new and revised items for cognitive labs*
	03/2015	<ul style="list-style-type: none"> Analysis of pre-testing data and decisions for pilot questionnaires
PILOT	04/2015	<ul style="list-style-type: none"> R&D clearance review for pilot
	05/2015	<ul style="list-style-type: none"> OMB*** review of items for pilot
	01/2016-03/2016	<ul style="list-style-type: none"> Pilot administration
	2016	<ul style="list-style-type: none"> Analysis of pilot data and decisions for operational
OPERATIONAL	Early 2016	<ul style="list-style-type: none"> R&D clearance review for operational
	05/2016	<ul style="list-style-type: none"> OMB** review of items for operational
	01/2017-03/2017	<ul style="list-style-type: none"> Operational administration
	2017	<ul style="list-style-type: none"> 2017 grade 4 and 8 reporting

*Cognitive labs allow us to study how respondents understand, mentally process, and answer survey questions.

**The Questionnaire Standing Committee (QSC) provides guidance for contextual questionnaires and is similar to a subject area standing committee that would provide guidance for a specific subject.

***Office of Management and Budget (OMB) approval is needed for federal agencies that collect survey data from 10 or more people.

Origin of English Language Learners Inclusion Guidelines

At the August 2014 Governing Board meeting, the Committee on Standards, Design, and Methodology (COSDAM) and the Reporting and Dissemination (R&D) Committee convened a joint meeting to discuss and ultimately make changes to the Board’s policy on NAEP Testing and Reporting on Students with Disabilities (SDs) and English Language Learners (ELLs). At the end of the meeting, R&D Chair Andrés Alonso called for the joint committee to reconsider the requirement that ELL students should be included in NAEP if they have been in U.S. schools for at least one year, following federal guidelines laid out for states by the No Child Left Behind Act. COSDAM Chair Lou Fabrizio suggested a U.S. Department of Education representative be invited to address the joint committee about the origin of this requirement.

As a precursor to further discussion, Board staff contacted the U.S. Education Department to gather specific information on the one-year requirement. Officials sent Board staff a Federal Register notice that contained regulations that were part of Title I—Improving the Academic Achievement of the Disadvantaged, updated and finalized by the Department’s Office of Elementary and Secondary Education in 2006. These regulations, amended to federal No Child Left Behind legislation, implemented various changes regarding state and local educational requirements in regard to academic achievement and school accountability for limited English proficient (LEP) students. The notice includes details of updated legislation, and a compilation of some of the 50 or so public comments gathered during the “notice of proposed rulemaking” period and the Department’s responses to those comments.

The relevant passage in the Department’s regulations stipulates that a state would be able to exempt only “recently arrived LEP students” from one administration of the state’s reading/language arts assessment. This category is defined as “a student with limited proficiency in English who has attended schools in the United States for less than twelve months” (not including Puerto Rico as Spanish is considered the language of instruction there).

Many who submitted public comment before the regulations were finalized recommended the definition of a “recently arrived” LEP student to mean a LEP student who has attended schools in the United States for a period of time ranging from 12 months to five years or to tie the definition to a student’s English language proficiency. In response, the Department defended the 12-month rule in part stating, “We believed it was important to have a time limit to ensure that the one-time exemption is used only for LEP students who have recently arrived in schools in the United States, not for those students who have lived in the United States for a number of years and attended United States schools but who still possess limited proficiency in English.

The final regulations also require that recently arrived LEP students take the mathematics assessment. In response to public comments, the Department stated: “The Secretary believes that English language proficiency is not a prerequisite to participating in State mathematics assessments to the same extent as it is to participating in State reading/language arts assessments. Research provides evidence on accommodations that can be used with LEP students in mathematics and have been shown not to compromise the validity of the test and skills being measured when appropriately implemented.”

This is an information item on the COSDAM and R&D agendas for the November 2014 meeting. A joint meeting with both committees featuring a presentation and in-depth discussion on this issue and the implications for NAEP will be scheduled for the March 2015 meeting. To review the Federal Register notice with the full regulations and summary of public comments gathered, visit: <http://www2.ed.gov/legislation/FedRegister/finrule/2006-3/091306a.pdf>.



Upcoming NAEP Reports as of October 2014

Report Expected Release Date

Initial NAEP Releases

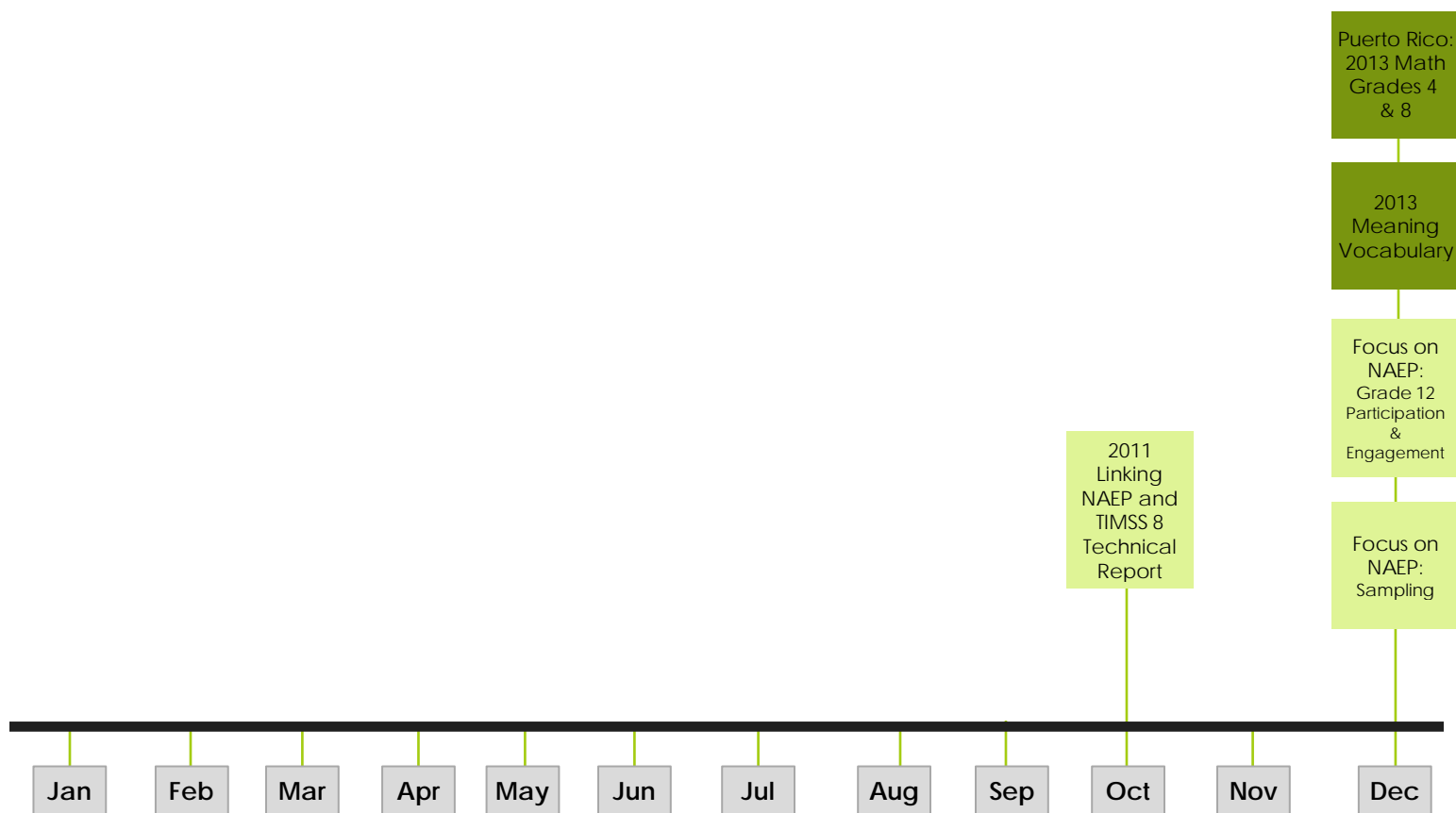
<i>2014 Puerto Rico</i>	December 2014
<i>2014 Meaning Vocabulary</i>	December 2014
<i>2014 Civics Report Card</i>	April 2015
<i>2014 Geography Report Card</i>	April 2015
<i>2014 U.S. History Report Card</i>	April 2015
<i>2014 Technology & Engineering Literacy Report Card</i>	October 2015
<i>2015 Reading Report Card</i>	October 2015
<i>2015 Mathematics Report Card</i>	October 2015
<i>2015 Reading TUDA Report Card</i>	December 2015
<i>2015 Mathematics TUDA Report Card</i>	December 2015

Other NAEP Reports

<i>Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade (Technical Report)</i>	October 2014
<i>Focus on NAEP 12th Grade Participation & Engagement</i>	December 2014
<i>Focus on NAEP Sampling</i>	December 2014
<i>2013 Black White Achievement Gap & School Racial Density Report</i>	January 2015
<i>From Algebra to Zoology: How Well Do Students Report Mathematics and Science Course Taking?</i>	January 2015
<i>Focus on NAEP: Simpsons Paradox</i>	January 2015
<i>Mapping State Proficiency Standards Onto NAEP Scales 2011-2013</i>	February 2015
<i>NAEP Grade 8 Black Male Students Through the Lens of the National Assessment of Educational Progress</i>	May 2015
<i>Focus on NAEP: English Language Learners</i>	June 2015

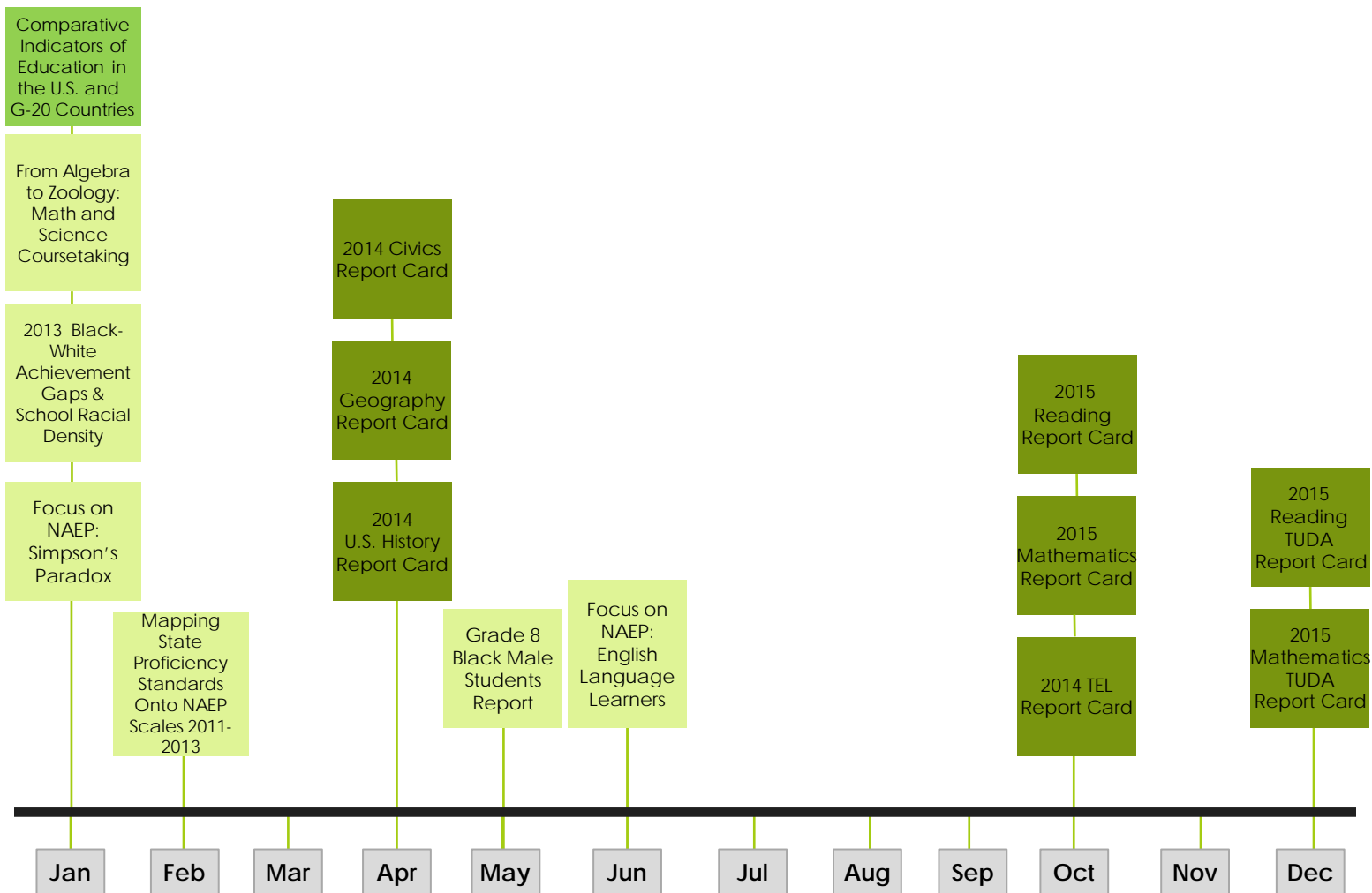
International Reports

<i>Comparative Indicators of Education in the United States and Other G-20 Countries</i>	January 2015
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LEGEND

- NAEP Report Cards
- Other NAEP Reports



LEGEND

- NAEP Report Cards
- Other NAEP Reports
- International Reports